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ABSTRACT

The English language and literature transition course is intended for high school students at the intermediate or advanced proficiency level in English as a second language intending to pursue further English language arts and literature courses. It builds on the communication skills introduced earlier in the English-as-a-second-language course series. The curriculum guide for the course outlines the program and course philosophy, rationale, and target audience; states the program and course goals and objectives, including minumum expectations; describes the intended content; suggests teaching strategies and instructional planning and organization techniques; outlines purposes and strategies of student evaluation; gives recommendations for learning resources; and includes materials for teaching patterns of discourse organization and for planning thematic units. (MSE)

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ENGLISH AS A SECOND LANGUAGE 10C

AN ENGLISH LANGUAGE AND LITERATURE TRANSITION COURSE

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ENGLISH AS A SECOND LANGUAGE 10C

AN ENGLISH LANGUAGE AND LITERATURE TRANSITION COURSE

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This publication is a service document. The minimum content which is mandatory for ESL 10C appears in the **Program of Studies for Alberta Schools.** All other advice and direction offered in this document are suggestions only.

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Ms. E. Gail Kingwell	Teacher Calgary Board of Education
Ms. Anne P.M. O'Byrne	Teacher Calgary Board of Education
Ms. Joanne M. Pritchard	Teacher Calgary Board of Education
Ms. Pauline Rhodes	Teacher Calgary Board of Education

English as a Second Language Program Coordinating Committee:

Mrs. Diane M. Auld	Administrator Calgary Board of Education
Mr. Rodney Fay	Administrator Edmonton Public Schools
Dr. Elaine Verchomin Harasymiw	Curricular Assistant, Second Languages Alberta Education Language Services Branch
Ms. Glenda McCue	Teacher Lethbridge School District
Mrs. Judy Old	Teacher Calgary Catholic Board of Education
Dr. David Piper	Curriculum and Instruction University of Calgary

Mrs. Usha Procinsky	Supervisor Edmonton Public Schools
Mr. Joseph Roberts	Consultant Edmonton Catholic Schools
Dr. Bernie Brunner	Education Consultant Alberta Education Calgary Regional Office
Mr. Denis Tardif	Associate Director Alberta Education Language Services Branch
Mr. Adrien Bussière	Director Alberta Education Language Services Branch

Former members of the English as a Second Language Program Coordinating Committee:

Dr. James Patrie	Elementary Education University of Alberta
Ms. Jill Wyatt	Administrator Calgary Board of Education

Alberta Education acknowledges the contribution of the following persons to the production of this document:

Ms. Jane Kinoshita	Consultant
Mrs. Geneviève Schovanek	Consultant
Mr. René Mathieu	Learning Resources Officer
Mrs. Helen Czar	Editorial Advisor
Mrs. Anita Jenkins	Editor
Mrs. Anita Bartosch	Word Processor Operator

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PREFACE

ENGLISH AS A SECOND LANGUAGE FOR SENIOR HIGH SCHOOLS
(ESL 10A, 10B and 10C)

The Alberta program of studies for senior high schools is intended for the vast majority of resident students. In order to meet the linguistic and cultural needs of English as a Second Language (ESL) students, the regular program must be supplemented with courses designed specifically for these students. Students require varying amounts of time to reach a level of linguistic competence in standard Canadian English which will allow them to enrol in regular programs. Placing students in the regular program only after they have achieved an adequate level of English language proficiency results in a greater potential for academic success and more positive feelings of satisfaction, contentment and belonging.

To make a successful transition to the regular program, students need specialized English as a Second Language programs at all levels, grades 1 to 12. It is important to note that not all first language learning assumptions are generalizable to second language learning. The teaching of English as a second language must provide a modified learning approach. In the senior high school the increased conceptual load of the content and the need for more abstract thinking requires a wide range of vocabulary and increasingly complex language skills. Thus, more specialized ESL courses are required over a longer period of time to develop skills.

ESL 10A — **Basic English** is a non-credit course designed to help students develop basic communication skills. It is intended for students who have no experience with spoken English, or very limited experience. Students spend as much time in ESL 10A as they require to achieve the course objectives.

ESL 10B — **Language Development Across the Curriculum** is a five credit course designed to prepare students who are at an intermediate level of

English language proficiency for studies in the content areas. The course is designed to help students succeed in high school subjects such as social studies, science and mathematics. Students normally enter ESL 10B upon completion of ESL 10A, or upon demonstrating that they have reached an equivalent level as a result of some other English language learning experience.

ESL 10C — **An English Language and Literature Transition Course** is offered for five credits and is intended to meet the communication needs of ESL students who are at the intermediate to advanced level of English language proficiency. ESL 10C is appropriate for students who intend to pursue further studies in English language arts courses at the high school level. The course is intended to introduce the ESL student to English literature using the communication strands set down by the Alberta curriculum for language arts.

COURSE SEQUENCE

It is suggested that ESL 10A, ESL 10B and ESL 10C be taken sequentially; however, at the discretion of the local jurisdiction, students may take various combinations of these courses.

SECTION I

PHILOSOPHY AND RATIONALE

PROVINCIAL PHILOSOPHY OF THE ESL PROGRAM — GRADES 1 TO 12

The philosophy of this ESL program is in accordance with the Goals of Basic Education for Alberta. All students, regardless of their linguistic and cultural background, will have opportunities to develop to their full potential.

While ESL students have much in common with other students, they have specific needs in two areas: learning a new language, and adapting to another culture. Every effort should be made to meet these needs in such a way that, as students achieve fluency in English that is commensurate with their ages and abilities, their first languages (L^1)* and their cultures are supplemented, not supplanted.

Following are some of the fundamental principles upon which the provincial ESL program is based.

- A student's sense of identity and self-worth is closely linked to his first language or dialect. This should be recognized and respected.

- Language has a variety of functions. Students need opportunities to gain competence in English as a form of communication in a range of functions and a variety of contexts.

- Content which is meaningful and interesting to students enhances language learning.

- Concept development and language development are interrelated. Concepts developed in L^1 may be transferred to L^2. Language and concepts may need to be developed in L^2. The same is true with second dialect speakers.

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* L^1 denotes first language and L^2 second language.

- During the course of learning a second language the student progresses through different stages at varying rates.

- While it may appear that ESL students are not actively involved in classroom learning activities, these students are in fact trying to absorb and process a great deal of language and activity that is new to them.

- Maintenance of the mother tongue helps to enhance second language acquisition.

- Every effort should be made to place ESL students in situations that maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information.

- Integration is preferable to assimilation. While ESL students must be oriented to the multi-ethnic nature of Canadian society, students and their families will choose to maintain their own culture in certain facets of life. Mutual understanding and respect across cultures must be encouraged.

- The students' success in the ESL program depends, in part, on the quality of interaction and level of understanding that exists between the school and the students and their homes.

- An exchange of cultural information within the school can lead to an understanding of, and an appreciation for, the various cultures represented in the school and community.

- The program should take into account that ESL students may experience the psychological phenomenon of culture shock during the period of adjustment to the new culture.

ESL students frequently enter Alberta senior high schools at the age of 15 years or older with little or no previous exposure to the English language or to Canadian culture. The situation is even more critical for students whose education has been

interrupted due to social and political conditions in their own countries. For these students there are not only linguistic and cultural gaps, but also educational gaps.

The three high school ESL courses, ESL 10A, 10B and 10C, will help students to:

- acquire and practise linguistic skills which are necessary for academic success across the subject areas at the high school level;

- make the psychological adjustment to their new culture and acquire sufficient knowledge of the culture to enable them to become integrated without major trauma;

- transfer, when necessary, from one Alberta high school to another within a provincially approved and accredited program.

RATIONALE FOR ESL 10B

Since the major purpose of any ESL program is to equip the students to live, study and work in an English-speaking environment, integration into courses with English-speaking teachers and students is essential. However, to integrate successfully, ESL students need to develop the language skills required in academic and vocational content areas. Success in high school classrooms depends not only on using formally correct language, but also on the ability to understand and communicate ideas. Recognizing different linguistic, educational and cultural experiences of the ESL student, the focus of ESL 10B is on improving the students' ability to interpret, express and negotiate meaning in the classroom. It is assumed that the grammatical aspects of English are best acquired within a communicative framework.

The communication skills identified for inclusion in ESL 10B are those required to some extent in all classrooms, regardless of subject area. Learning in the content areas involves the gaining of meaning from written, spoken and visual material. This process requires the active involvement of each student together with the integrated application of particular skills. Active involvement occurs when students draw upon their existing knowledge of the world, their expectations of what the message might be, and their knowledge of the language in seeking meaning from a message.

The particular skills used in comprehending and in using language may be separated for the purposes of description, analysis or teaching. However, the processes of comprehension are interactive and require that the students integrate a variety of skills to gain meaning.

The goal of ESL 10B is to provide students with the opportunity to develop and coordinate particular skills while reading, listening and viewing materials related to content areas. The language of these materials should approximate that used in content area materials.

The global skill "comprehending" encompasses the following major communication skills: following instructions, questioning and answering, making notes, reporting, and discussing. The students will have some facility with these major skills upon entry into ESL 10B, and they will continue to develop these skills throughout their academic careers. Students at the ESL 10B level have not reached the full competence of a native speaker of English; however, ESL 10B should equip students to participate more fully in classes with native speakers of English. This course should also help the students develop strategies which will foster independence in language learning.

TARGET AUDIENCE FOR ESL 10B

ESL 10B is intended for high school ESL students who have completed ESL 10A or who have attained a level of English where they can understand, converse, read and write about a number of concrete topics that are meaningful and relevant to them. They have acquired the basic social functions of English which enable them to converse with English-speaking peers and communicate their basic needs in the school and wider community.

These students should be integrated into high school courses where meaning can be derived from the immediate context and where language demands are relatively low. However, the more complex and formal language skills required for participation and success in other high school courses (both academic and vocational) need further development and refinement. At this stage students require exposure to unsimplified language in natural contexts which helps them to gradually develop the interpretive and expressive skills that are demanded in high school classrooms. ESL 10B can provide the supportive and challenging environment that these students require.

SECTION II

GOALS AND OBJECTIVES

PROVINCIAL GOALS OF THE ESL PROGRAM — GRADES 1 TO 12

The provincial goals of the ESL program are to:

- maintain and develop a sense of self-worth and confidence in ESL students;
- prepare ESL students to study and work in areas where Canadian English is the language of communication;
- provide ESL students with an orientation to the cultural and social environment of the school while maintaining pride in their own linguistic and cultural heritages.

PROVINCIAL OBJECTIVES FOR THE ESL PROGRAM — GRADES 1 TO 12

The objectives of the program can best be attained by providing ESL students with opportunities to:

- listen to and understand what is expressed by others;
- speak clearly and appropriately in a variety of contexts;
- read with comprehension at a level commensurate with their ages and abilities;
- write accurately and appropriately for a variety of purposes;
- adjust to unfamiliar methods of instruction and types of school organization;
- participate actively in all aspects of school life;
- participate in the daily life of the community in which they reside;
- explore the various cultures represented in the Canadian mosaic;
- become familiar with customs and ways of life in Canada.

COURSE OBJECTIVES

ESL 10B will provide opportunities for students to:

- become familiar with Canadian culture as exemplified by the various methods of instruction and the types of classroom activities used in Alberta high schools;

- develop the level of communicative competence required to interpret, express and negotiate meaning in the context of content area classrooms;

- learn strategies to enhance independence in language learning in the context of content area classrooms in the high school.

SPECIFIC OBJECTIVES AND MINIMUM EXPECTATIONS

COMPREHENDING

Upon completion of ESL 10B, the students should be able to:

- form questions to be answered or problems to be solved and contribute what they already know about a topic by participating in activities which set the purpose for reading, listening and viewing.

- predict the content of short passages or chapters of written material by skimming, previewing or using specific techniques such as SQ3R.

- recognize four patterns of paragraph organization (enumeration, time order, comparison-contrast, cause and effect) and the signal words related to each.

- recognize factual information from reading, listening or viewing and suggest some interpretations and applications of this information.

- identify main ideas and supporting details in short written or oral texts or sections of films.

- interpret new vocabulary by recognizing word relationships, multiple meanings, context clues, lexical structure, or by using a dictionary.

- relate visual and graphic information to the written or spoken form of that same information.

- recognize some common cohesive and transitional devices which are used to create unity in written and spoken passages of connected discourse.

- distinguish fact from opinion in written or spoken English where the expression of opinion is signalled linguistically.

FOLLOWING INSTRUCTIONS

Upon completion of ESL 10B, the students should be able to:

- read or listen to instructions and complete an assignment or test in accordance with those instructions.
- observe a process and reorder a jumbled set of instructions of 8 or 10 steps.
- read or listen to a set of instructions of 4 or 5 steps and carry out an experiment or a process, or assemble an article in accordance with those instructions.
- give orally and write a clear set of instructions of 4 or 5 steps to enable someone else to complete a task.

QUESTIONING AND ANSWERING

Upon completion of ESL 10B, the students should be able to:

- read a passage of several pages based on concepts discussed in class, and answer comprehension questions at the literal, interpretive and applied levels.
- recognize and answer appropriately questions requiring different forms of answers (true/false, multiple choice, short answer, etc.).
- ask questions within the context of the classroom activities to request assistance, clarification or information.
- survey a section of a textbook and, on the basis of headings and topic sentences, formulate questions to predict the context.

MAKING NOTES

Upon completion of ESL 10B, the students should be able to:

- read or listen to a passage of connected discourse that is several paragraphs in length and then:
  - recognize main ideas, supporting details and organizational patterns;
  - complete an incomplete outline of that passage;
  - reconstitute a passage from the outline; and,
  - summarize, through paraphrase, the main idea.

- use appropriate symbols, abbreviations, reduced forms of common words and word omissions to change a written passage of several paragraphs to point-form notes, and then reconstitute the passage from point-form notes.

REPORTING

Upon completion of ESL 10B, the students should be able to:

- use textbooks and other sources of information for oral and written reports.

- express ideas in simple, compound, complex or compound-complex sentences.

- write paragraphs or give oral presentations using the four organizational patterns (enumeration, time order, comparison-contrast, cause and effect) using appropriate transitional words, topic sentences and concluding sentences.

- gather and organize information using an organizational framework provided by the teacher (incomplete outline, chart, etc.) and write a five-paragraph essay based on that information.

- apply strategies for proofreading and editing writing.

DISCUSSING

Upon completion of ESL 10B, the students should be able to:

- answer questions asked by the teacher or peers during class discussion.
- participate in a class or small group discussion using appropriate verbal and non-verbal means for interrupting, continuing or concluding discussion points.
- participate in dyad or small group discussions to share information, solve problems or reach a consensus.
- report back to the large group the conclusions reached during small group discussions.
- express an opinion or defend one side of an issue in class or small group discussions using appropriate verbal cues.

SECTION III

STATEMENT OF CONTENT

STATEMENT OF CONTENT

The communication strands of reading, writing, viewing, listening and speaking form the basis for all learning and are the foundation on which all ESL instruction rests. In each high school subject area, these communication strands may be realized in a somewhat different form. Differences include vocabulary, emphasis on particular communication strands, and the range and register of language used.

What is common to all subject areas, however, is the necessity of comprehending and communicating in visual, spoken or written forms. In ESL 10B, the skills which facilitate comprehension have been grouped together. Comprehension is the interpretive function which mediates between the communication to which the students are exposed and the tasks which they must perform. Comprehension thus constitutes the primary segment of the content of this course. **Comprehending,** although a global skill, is treated in this document as one of the major communication skills along with **following instructions, questioning and answering, making notes, reporting** and **discussing.** Each of the major skills subsumed under **comprehending** involves a series of interrelated subskills which form the basis for the specific objectives of the course.

These specific subskills should not be taught in isolation or as separate entities; rather, an integrated approach to teaching the skills is strongly recommended. The subskills are listed in sequence from the relatively simple to the more complex for the sake of clarity and to maximize the teacher's flexibility in designing integrated units of instruction. Similarly, the activities associated with each subskill, which can be adapted to fit specific topics and groups of students, are not meant to be used in isolation.

Each major skill represents an application of the communication strands (reading, writing, viewing, listening and speaking) as they are realized in an academic environment. In content area classrooms, the communication strands are integrated in daily use. Therefore, each ESL 10B integrated unit should include activities that involve reading, writing, viewing, listening and speaking.

MAJOR COMMUNICATION SKILLS

COMPREHENDING -- the skills which enable students to decode and interpret the flow of language in which they are immersed as they view, listen to and read materials in high school classrooms.

FOLLOWING INSTRUCTIONS -- the skills which enable students to understand and implement instructions in order to do assignments, carry out processes, and perform activities in high school classrooms.

QUESTIONING AND ANSWERING -- the skills which enable students to seek and clarify information from peers and teachers and to demonstrate through appropriate responses their understanding of the concepts and content in the curriculum.

MAKING NOTES -- the skills which enable students to organize and note relevant information for purposes of studying and reporting.

REPORTING -- the skills which enable students to gather, organize and present information in oral or written forms which are appropriate to particular purposes.

DISCUSSING -- the skills which enable students to actively participate in and contribute to activities in which students share, organize and clarify information in dyads, small groups or total classroom groupings.

IN SUMMARY, THE REQUIRED COMPONENT CONSISTS OF:

1. Course Objectives;
2. Statement of Content; and,
3. Development of the Communication Strands Through Content Area Material.

THE ELECTIVE COMPONENT CONSISTS OF:

1. Suggested Topics; and,
2. Suggested Activities.

SECTION IV

NOTES TO THE TEACHER

TEACHING APPROACH

To meet the general course objectives for ESL 10B, the teacher should be sensitive to the opportunities for language development which exist in teaching subject area content. The teacher may wish to select skills from the Statement of Content and apply them in the context of a theme or topic that develops both concepts and language. This thematic approach to teaching has the following advantages:

- It simulates activities and methods of instruction that students will encounter in content area classrooms.

- It integrates skills and communication strands (viewing, listening, speaking, reading, writing) thus providing a natural communication context.

- It provides opportunities for communication activities or authentic contexts by focussing on a topic that interests students and has educational value.

- It exposes students to a range of situations in which they will be motivated to develop and employ increasingly complex communication skills.

The importance of learning English lies in providing a means by which students can succeed socially and scholastically. Typically, they are not particularly interested in learning the intricacies of English grammar for its own sake. When the course includes topics directly related to the school curriculum, the students see how they can apply the language skills being acquired, and they perceive the relationship of those skills to success in school. The skills are not acquired for their own sake, but to enhance communication, and to organize and increase their understanding of the world around them.

PLANNING THE THEMATIC INTEGRATED UNIT

Students are presented with a problem to solve or a question to answer in relation to the chosen topic. They must read, discuss and view to acquire and organize information. Then they must present this information in oral or written form. During the process of exploring a topic, they discover the necessity of developing increasingly sophisticated language skills. Their knowledge and understanding of the use of the English language is extended within the context of a particular subject area.

The teacher should choose topics for integrated units by considering the interests and needs of the students. Topics might be chosen to provide an opportunity for students to share their knowledge and cultures, or to provide opportunities for students to learn more about Canadian culture, or to build up their background knowledge to ease their transition into high school courses.

Using materials related to the high school curriculum sometimes creates a paradox for the teacher and the students. Students consider the subject matter to be interesting, relevant and meaningful to their purpose of integrating into content area classrooms, but because they are still in the process of acquiring the English language, they have difficulty coping with the language demands of the written, visual or spoken materials. Up to this point, students have for the most part been using materials in which the language has been modified through the use of vocabulary control and syntactic simplification. Continuing to use simplified materials, however, means that students are not presented with authentic samples of the kind of language they will experience in regular classrooms. Moreover, they are not challenged to develop strategies for comprehending more difficult materials. In the ESL 10B course, students should ultimately be exposed to materials that reflect the kind of language used in content area classrooms.

The question then becomes, "How can the teacher facilitate the students' acquisition of strategies for comprehending difficult materials?"* Here are some suggestions:

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* For more specific details, see "Suggested Activities".

- Build up the students' background knowledge and readiness for approaching the topic. Pose questions or problems that can be discussed in class to elicit students' current knowledge of the topic. Use visual aids and concrete examples to focus and motivate their thinking.

- Use various techniques to develop vocabulary in context. General strategies for understanding unfamiliar vocabulary can be related to the specific vocabulary of the unit.

- Provide students with a framework for approaching the materials. Use such devices as incomplete outlines and charts to help students organize main ideas and factual information from the materials.

- Modify the presentation of the material to suit the language level of the students. For example, when viewing a film, focus only on certain segments in class discussion. Longer written passages can be read orally by the teacher. Then discuss sections of the passages in small groups, with students from each group returning to the whole group and explaining the material in their particular section.

- Modify the tasks to suit the students' level of language. For example, instead of asking students to make notes on the materials, ask them to find the meaning of words from context, pick out main ideas and supporting details, and discuss the way transitional devices are used. Relatively simple tasks can be devised for materials that would otherwise be beyond the level of ability of the students. In summary, the teacher should modify the presentation of the material and the tasks required of the students instead of modifying the material, thus helping students to develop confidence in approaching difficult materials and strategies for unlocking their meaning.

The number and length of units chosen will depend on the needs of the group. Four or five units, each lasting 20 to 25 hours, are usually appropriate, but a combination of some shorter units with two or three longer units might be suitable for some classes. Teachers should allow for some time within or between units for work on specific skills or language development. (See Appendix IV: Thematic Unit Planning.)

SUGGESTED ACTIVITIES

- **COMPREHENDING**

Setting the Purpose for Reading, Listening and Viewing

Students can engage in several kinds of pre-reading, pre-listening and previewing activities that will increase their motivation for learning. These preparatory activities help students to:

- anticipate what they will hear, see or read;
- relate what they already know to what they will learn; and,
- raise questions or problems to which they wish to find answers.

These activities enable ESL students to activate passive vocabulary, learn new vocabulary for concepts that exist in their first language and clarify for students and teachers the knowledge they already have about the subject.

1. Present a problem related to a unit, film or reading passage. Students discuss the problem in small groups and present their solutions in writing or orally to the whole class. Present the film or passage so students can listen or read to find out how the problem was solved by someone else.

2. Present students with a situation and a role related to a unit or reading passage. Set up a hypothetical problem. Have students discuss in small groups or dyads how the person in the given role would solve the problem. They should support their solutions with reasons. Present the solution to the whole class and discuss the solution. Then read or listen to see how the problem was actually solved.

3. Present a situation from a news story or other written passage in which there is a natural disaster, health problem, environmental problem, flood, drought, sour gas well blowout or other such problem. Have the students

work in small groups to gather relevant information and suggest ways in which the problem could be avoided. Present conclusions to class.

4. Present a situation in which a procedure must be followed, for example, a car has a flat tire on an empty highway. Have students work in small groups to find out what tools would be needed and what steps must be followed to rectify the situation. Students should search out information to verify their solutions and present their ideas to the whole class.

5. Present a broad concept relating to the topic being studied. Have students brainstorm in small groups to produce a list of words related to the topic and then categorize the words into subcategories suggested by the teacher. Discuss and compare the lists. Then students read to see if their predictions were accurate.

6. Use attitude inventories, lists of statements with which students can agree or disagree or lists of items to be listed in order of importance as values clarification exercises. These help students clarify their own beliefs and values before reading or hearing about a topic involving values.

7. Write on the board a sentence stating the main idea of a reading passage, film or tape. Ask students to write some questions which need to be answered about the sentence. Then read to see which of these questions were answered. Do the same with the main idea of each paragraph in a passage or with selected key sentences from a film.

Using Surveying or Previewing Techniques

Previewing and surveying techniques help students to:

- anticipate what the text will be about;
- raise questions and set purposes for reading and listening;
- focus on important ideas.

1. Skimming. It is essential that students learn the value of skimming material quickly. Many ESL students read slowly and stop whenever they meet unknown words. Skimming helps them to overcome these difficulties.

   Have students read the first sentence of every paragraph. Have students discuss these sentences and predict what the passage will be about, based on what the topic sentences have said. This could be done one paragraph at a time to begin with, then with several paragraphs.

   Skim an entire selection within a given short period of time. Through class discussion students reconstruct and record what they have read. Then read more carefully to check the accuracy of what was read.

2. Preview a chapter of a book using the following method:

   - Read the title. Change it to a question.
   - Read the introduction, summary and questions. Discuss what the author's main points are.
   - Read headings and subheadings. Change them to questions.
   - Read words or sentences in special type (italics, bold face). Discuss why they are highlighted.
   - Study visual aids (maps, diagrams, pictures). Discuss what they tell about the content.

   Initially the teacher should model this process for the students. Overhead transparencies of specific pages could be used.

3. Teach the SQ3R* technique, or a variation of it. To familiarize the pupil with this method of reading content material, the teacher must first work through several selections with the class in a systematic manner, gradually allowing the pupil to follow the steps independently with less teacher super-

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* **SQ3R** -- Survey, Question, Read, Recite, Review

vision. The student should acquire some degree of independence on one step before moving to the next. The aim is to give the student a completely independent method of efficiently reading content materials.

Survey -- Student glances over headings in the chapter or selection and the first sentence of each paragraph in order to get an overview of points to be noted and developed.

Question -- Student turns heading(s) into question(s) mainly of the how, what, where, when and why variety. This sets a purpose for reading.

Read -- Student needs to answer question(s) derived from heading(s).

Recite -- Student goes over the questions posed and tries to answer the questions formed from what has been read.

Review -- Student reviews for main points and the relationships among them. He tries to recite main points under each heading. In fact, the student then has the ideas in a logical outline (which, if this technique is applied in written form, can be a set of notes).

Spache's Variation of SQ3R Procedures, which is described below, is especially appropriate for science content.

Review -- Student rapidly skims total selection.

Question -- In terms of the study purposes, the student raises questions to guide the careful reading to follow.

Read -- Student reads the selection, keeping questions in mind.

Summarize -- Student organizes and summarizes the information gained.

Test -- Student checks his summary against the selection.

Variation of SQ3R for Mathematics (SQCQ)

Survey -- The problem is read rapidly to determine its nature.

Question -- What is the problem?

Compute -- Carry out computation.

Question -- Is the answer correct? Check the computation against the problem facts and the arithmetic facts.

Preview, Question, Read, Summarize, Test Procedure (PQ/R-S-T)

Preview -- Student secures a general understanding of the selection mainly by reading carefully the topic sentences and summary paragraphs.

Question -- While he is previewing, the student asks himself questions related to the material being previewed.

Read -- Student reads the whole selection carefully, trying to think about answers to some of the questions that occurred to him during the previewing he has just completed.

Summarize -- Student tries to recall, in correct order, the main ideas of the selection he has just read.

Test -- Student answers questions on the selection (main ideas, details, organization, between-the-lines, etc.).

Perceiving Patterns of Organization

The dominant patterns of organization in content area materials are: enumeration, time order, comparison-contrast, cause and effect. Knowledge of these organizational patterns and their related signal words, helps the ESL students to understand the relationship between ideas, thereby improving their learning and retention of the material.

1. Work with pattern guides and visual materials such as charts, time lines, or tables that clearly show the relationship between bits of information in a passage or film. These break down the pattern so the students can reconstruct it as they listen or read.

   Examples:

   - After reading a passage or showing a film, have students list causes with effects in chart form.

   - Make lists of causes and effects in jumbled order and have students match them. Then make sentences from these lists using signal words.

   - Read short comparison-contrast paragraphs. Have students fill in a chart to indicate what is being compared and what the similarities or differences are. From the chart reconstruct the paragraph.

   - Read a passage about a process. Have students complete a flow chart. Or, read a flow chart of a process and complete an incomplete paragraph or cloze exercise.

   - Read a time order paragraph. Have students complete a time line. From the information in the time line, complete a cloze exercise.

2. Choose aspects of two events or things about which students have read or seen. Have students discuss and list the similarities and differences of the

events on a chart (example below). Then compose paragraphs based on the charts.

	EARLY IMMIGRANTS TO WESTERN CANADA	RECENT IMMIGRANTS
Hardships		
Reasons for coming		
Changes in lifestyle		

Another example could be "Different Makes and Models of Cars".

3. Scramble the sentences from a paragraph with a time order pattern. Have students reorder the sentences, using the signal words as cues.

4. Present paragraphs or longer passages with signal words omitted. Have students complete the paragraph using a list of words. Relate the paragraph to a film, experiment or other class activity.

5. Have students watch a film or a demonstration of a process, then complete a list of steps in the process. Following this, have them write a paragraph explaining the process, using appropriate signal words.

6. Using a film or some reading, have students fill in charts or incomplete outlines. Then have them put the information into paragraphs illustrating two different patterns. As an example, a film on the early manufacture of automobiles could provide information for a time order paragraph describing the manufacturing process, or for a paragraph of comparison or contrast with present-day automobiles. This activity allows students to see how the patterns suit different purposes for writing.

7. List events that are familiar to students. Have them work in groups to suggest one or two possible causes for each event. The events could be, for

example, a big crop failure in U.S.S.R. or an automobile not starting. Have students write sentences using appropriate signal words.

8. Do listening cloze exercises in which the signal words have been omitted from the written form. Students listen to a tape and fill in signal words.

(See Appendix I: Signal Words for Patterns of Organization.)

Responding to Meaning at Three Different Levels

Students need to respond to meaning at various levels of abstraction and conceptual difficulty: literal level, interpretive level and applied level. Because of language difficulties and the energy involved in decoding English, ESL students may stop at the literal level. These students need to engage in activities which encourage them to go beyond this level.

1. Pose questions related to the literal level of a reading. Have students scan quickly to get the information. Then, scan for facts that support one interpretation. This could take the form of a contest between two groups of students.

2. In conjunction with a film or reading passage, construct three groups of statements (factual, interpretive, applied) including some that are not substantiated in the passage. Ask students to identify from the factual statements what the author or film actually states. Using the next group of statements, have students identify interpretations of the meaning of what was said. And using the third group, have students identify statements that are supported by the facts but are related to different situations or to the students' own lives. Students should initially work in dyads or small groups, then compare, discuss, debate, and re-read or listen again.

   Used in conjunction with mathematic problems, the three groups of statements could:
   - indicate the facts in the problem;

- indicate the mathematical ideas or concepts involved; and,
- indicate alternative ways of solving the problem in numerical notation.

3. In every comprehension exercise assigned after students read or listen, include questions from the three levels (factual, interpretive, applied).

4. Have students suggest ways of applying in their own lives facts from a film or reading.

Recognizing Main Ideas and Supporting Details

The ways in which information is organized in texts are to some extent culturally determined. ESL students must learn about the patterns of organization in English and, in particular, must learn to process ideas in hierarchical form. Strategies for picking out the main ideas will help them come to understand the central relationship of subordination and will help them concentrate their energies on the important aspects of materials while ignoring the irrelevant ones.

1. Read short paragraphs and select the best title from a list of several. The title should reflect the main idea.

2. Identify key words and then key sentences in a film or paragraph. These will identify the main idea.

3. Insert irrelevant ideas into a paragraph and have students identify them.

4. In a chapter or longer reading assignment, change subheadings into questions. The answers to those questions will be the main idea of the paragraph or chapter section.

5. Choose sentences including supporting details from a reading or a film the students have worked through. Underline key words or phrases in these sentences. Have students categorize these words under two or three related topic headings that reflect the main ideas. Specific pieces of information

are thus grouped together under more general topic headings. Discuss the relationships between the details and main ideas.

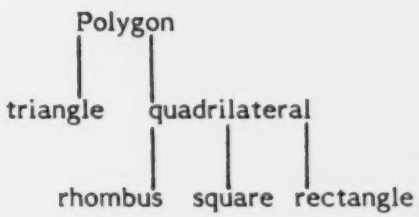
6. Give students a series of statements related to a reading or a film. Have them check which statements are supported in the material. Then have students categorize the statements in two or three general categories or concepts to which they relate.

7. Complete incomplete outlines, flow charts or diagrams to indicate visually the supporting ideas and main ideas.

Interpreting Unknown Vocabulary

Vocabulary work should always be done in the context of meaningful content. In the ESL classroom, students need to learn strategies for attacking and interpreting new vocabulary.

1. Use charts or tree diagrams to show relationships among vocabulary chosen from a reading passage or film. For example:



Present students with incomplete diagrams to complete as they read or listen.

2. Have students label diagrams after reading or listening, or have them fill in blanks in a passage with information from a labelled diagram.

3. Print words from a passage or film on individual cards. Have students sort them into categories given by the teacher or suggested by the students. Students must be able to defend or justify the selection of categories.

4. Familiarize the students with various types of clues to word meaning.

5. Analyze the words, meanings and classifications using prefixes and suffixes. Show how words change class (for example from noun to verb) with the addition of affixes.

6. Familiarize students with the use of a dictionary. Review alphabetical order, use of guide words, symbols used in the dictionary, and pronunciation guides. Students should be aware that words have multiple meanings and should develop the skills to choose the appropriate meaning for a particular context. Dictionary work should always be done in conjunction with meaningful content.

7. When dealing with the vocabulary of a particular unit, highlight for students the words that have different meanings in different content areas. Such words as **element** may be specialized vocabulary in one subject area (science) and have more general meanings in other areas.

(See Appendix II: Contextual Aids to Understanding.)

Interpreting Visual and Graphic Information

Visuals and graphics include pictures, maps, graphs (pictorial, line, bar, circle), tables, charts and time lines. These form integral parts of most high school texts yet ESL students are often unaware of the ways in which these illustrate, supplement and complement written information. They may also be unaware of the conventions which are used in interpreting them.

1. Transfer information from written or spoken form to graphic form (label diagrams or complete flow charts, time lines and graphs). The information is provided by a reading passage, film or tape.

2. Transfer information from graphic form to written form.

- Using information contained in a graph or chart, complete a paragraph using appropriate patterns of organization.
- Fill in a cloze exercise based on a graph or chart.

3. Compare the information depicted in a visual aid to the information in a related written passage. Discuss differences in form and content.

4. Have students develop questions or statements to correspond to a chart or time line.

5. Using the information on a map, graph or chart, have students decide whether certain general statements are true. For example, "Teenage boys have more automobile accidents that teenage girls."

6. Develop questions to assist students in identifying elements and relationships in pictures or cartoons.

7. Provide a list of statements about a picture, cartoon or map. Students decide which ones are depicted.

8. Match picture symbols to words.

9. Use graphs to initiate discussions of what is being compared or measured. Draw conclusions based on the graphs. Write paragraphs based on the discussion and conclusions.

Recognizing Features of Cohesion in English

Writers and speakers use various techniques to create unity in connected passages of discourse. Some of these techniques are straightforward and familiar to ESL students at the ESL 10B level while others are more subtle and create many reading and listening problems for ESL students.

1. Identify items of reference, substitution and repetition in reading passages. Have students indicate relationship to previously mentioned words or ideas.

2. Classify coordinate nouns and identify the superordinate classes to which they belong, for example, **shoes, sweater, slacks -- clothes.** Have students write pairs of sentences, substituting the more general term in the second sentence.

3. Identify synonyms in groups of words. Have students write pairs of sentences, substituting a synonym in the second sentence.

4. Present students with passage in which the cohesive and transitional devices have been omitted. From a given list, students insert the appropriate words or phrases.

(See Appendix III: Common Cohesive Devices.)

Recognizing the Difference Between Fact and Opinion

Although in most content areas, students will be dealing with factual material, in some courses such as Social Studies and English they will be expected to distinguish between fact and opinion. This is also a necessary skill for informed citizens to acquire.

1. View a film or a section of one. Have students work in groups to identify the facts presented. Then have them express opinions about those facts. Opinions may be prefaced with phrases like **I think that...** or **Something should...**

2. Read a simple newspaper editorial and decide what the argument is. Try to decide, through questions and discussion, what facts it refers to, and what opinions are expressed. Make a chart listing facts on one side and opinions on the other. Have students decide in small groups what alternative opi-

nions could have been expressed. List these opinions and discuss and debate them. Have students write an editorial using these other opinions.

3. Pose a problem based on a situation in school. Have students work in small groups to list the facts of the situation.
For example, **Too many students smoke in school.**
Facts: The washrooms smell like smoke.
There are cigarette butts on washroom floors.
Cigarette packages litter the school steps.
Students are always standing in the entrances smoking.

Have students express opinions about this situation. Work in small groups to list opinions, then compare and discuss the group's opinions. Write a paragraph expressing opinions based on facts.

• FOLLOWING INSTRUCTIONS

Analyzing Instructions

1. Each member of a team hides **treasures** around the school, writes directions for the treasure hunt, and gives the directions to a member of another team. The winner is the first person back with all the treasures.

2. Students pretend they are talking to an intelligent being from outer space. They give directions on how to do a common act, such as putting on shoes, buttoning a coat or making a purchase.

3. A student pantomimes an activity. Someone else describes each step in sequence.

4. The names of different activities are written on slips of paper. One student pulls out a slip and, without naming the activity, orally gives directions for it in a predetermined number of steps. Another student follows the directions.

5. Describe a well-known process, but leave out an important step. Students figure out what's missing.

6. Describe a well-known process, but do not conclude it. Students decide what happens next.

7. The class makes up a fantasy product, specifying its characteristics and purpose. Each student then writes label directions using vocabulary words.

8. A student describes a game played by old people in his country. The person listening describes it on paper and/or orally.

9. A student describes a process and the other students must physically follow the directions, for example, making a paper airplane.

Recognizing and Responding to the Sequence of Instructions

1. Students write their own recipes, then jumble the order of instructions for other members of the group/class to put into the correct order.

2. Students write instructions for other simple tasks they know about. Students listen to instructions, exactly as stated, to determine what the task is.

3. Students listen to instructions to solve a numerical problem.

Recognizing and Following Four Types of Instructions

Give the students examples of instructions associated with:

1. testing and drilling -- true/false questions, synonyms.

2. experimenting, such as the practical application of a principle.

3. assembling, such as how to make bars of soap.

4. processing, such as how to play a game.

Ask comprehension questions to determine students' understanding of the instructions given.

Identifying a Correct Response to Written Instructions

Use written instructions to develop the skills in locating and interpreting facts, and applying knowledge.

Giving Clear, Succinct, Logically Ordered Instructions

Give instructions orally and have students follow instructions. Then, have students give instructions to each other. The listening students must follow instructions in order to complete a task.

- **QUESTIONING AND ANSWERING**

Recognizing Different Types of Questions and Giving the Correct Form of Response*

Practise asking and answering orally and in writing the following seven types of questions:

- **Memory** -- recognizing or recalling information as given in the passage.

a. Facts.
Who did _____ ?
When did _____ ?
How many _____ ?
What are _____ ?

b. Definitions of terms used, and perhaps explained, in the text.
What is meant by _____ ?
What does _____ mean?
What meaning did you understand for _____ ?
Define _____ .
Explain what we mean by _____ .

c. Generalizations -- recognizing common characteristics of a group of ideas or things.
What events led to _____ ?
In what three ways do _____ resemble _____ ?
How did _____ and _____ effect/cause _____ ?

* Norris M. Sanders, Classroom Questions: What Kinds? (New York: Harper and Row, 1966).

d. Values -- a judgment of quality.

What is said about _____ ?

Do you agree?

What kind of a boy was _____ ?

What did _____ do that you wouldn't?

- **Translation** -- expressing ideas in a different form of language.

Tell me in your own words how _____ ?

What kind of a drawing could you make to illustrate _____ ?

How could we restate _____ ?

Could we make up a play to tell this story?

What does the writer mean by the phrase _____ ?

Write a story pretending you are _____ .

- **Interpretation** -- trying to see relationships among facts, generalizations or values.

a. Comparative -- are ideas the same, different, related or opposed?

How is _____ like _____ ?

Is _____ the same as _____ ? Why not?

Which three _____ are most alike in _____ ?

Compare _____ with _____ in _____ ?

How does _____ today resemble _____ in ___(the past)___ ?

b. Implications -- arriving at an idea which depends upon evidence in the reading passage.

What will _____ and _____ lead to?

What justification for _____ does the author give?

If _____ continues to _____, what is likely to happen?

What would happen if _____?

c. Inductive thinking -- applying a generalization to a group of observed facts.
What facts in the story tend to support the idea that _____?
What is the author trying to tell you by _____?
What does the behavior of _____ tell you about him?
What events led to _____?
Why?

d. Quantitative -- using a number of facts to reach a conclusion.
How much has _____ increased?
What conclusion can you draw from the table (graph) on page _____ ?
How many times did _____ do _____? Then what happened?
How many causes of _____ can you list?

e. Cause and effect -- recognizing the events leading to a happening.
Why did the boy _____?
How did the boy make _____ happen?
What two things led up to _____?
When the girl _____, what had to happen?
Why did _____ happen?

- **Application** -- solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking.

  - How can we show that we need a traffic policeman at the crossing at the south end of our school?
  - If we want to raise hamsters in our classroom, what sort of plans will we have to make?
  - John has been ill for several days. What could we do to help him during his illness? What could we do to show him we think of him?

- **Analysis** -- recognizing and applying rules of logic to the solution of a problem by analyzing an example of reasoning.

- Discuss the statement, **All teachers are kind and friendly.**
- Some people think that boys can run faster than girls. What do you think?
- John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

- **Synthesis** -- using original, creative thinking to solve a problem.

  - What other titles could you think of for this story?
  - What other ending can you think of for this story?
  - If John had not _____, what might have happened?
  - Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

- **Evaluation** -- making judgments based on clearly defined standards.

  - Did you enjoy the story of _____? For what reasons?
  - What do you think of _____ in this story?
  - Do you approve of his actions?
  - In the textbook, the author tells us that _____ felt _____.
  - Is this a fact or the author's opinion? How do you know?
  - The story has a very happy ending. Should all stories end happily? Why not?
  - The author of our textbook apparently believes that the Canadian government was right in its actions. Do you agree? What do you suppose the Americans said about these actions?
  - Write a story about your favourite person in history.

Recognizing Common Verbs Used in Instructions*

Find examples of the following verbs from content area texts. Determine with the students the type of activity required to provide the information requested and solve

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* Adapted from C. Bird and D. M. Bird, Learning More by Effective Study (New York: Appleton Century Crafts, 1945), pp. 195-8.

the problem or answer the question. Within the context of the activity the students will gain an understanding of the following verbs:

- **Compare** -- Look for qualities or characteristics that resemble each other. Emphasize similarities among them but in some cases also mention differences.

- **Contrast** -- Stress the dissimilarities, differences or unlikeness of things, qualities, events or problems.

- **Criticize** -- Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.

- **Define** -- Give concise, clear and authoritative meanings. Don't give details but make sure to give the limits of the definition. Show how the thing you are defining differs from things in other classes.

- **Describe** -- Recount, characterize, sketch or relate in sequence or story form.

- **Diagram** -- Give a drawing, chart, plan or graphic answer. Usually you should label the diagram. In some cases add a brief explanation or description.

- **Discuss** -- Examine, analyze carefully and give reasons both in favor of and against an idea. Be complete, and give details.

- **Evaluate** -- Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, your personal evaluation.

- **Explain** -- Clarify, interpret and spell out the material you present. Give reasons for differences of opinion, or of results, and try to analyze causes.

- **Illustrate** -- Use a figure, picture, diagram or concrete example to explain or clarify a problem.

- **Interpret** -- Translate, give examples of, solve or comment on the subject or problem, usually giving your judgment about it.

- **Justify** -- Prove or give reasons for decisions or conclusions, taking pains to be convincing.

- **List** -- Enumerate or write an itemized series of concise statements.

- **Outline** -- Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.

- **Prove** -- Establish that something is true by citing factual evidence or giving clear, logical reasons.

- **Relate** -- Show how things are related to or connected with each other, or how one idea or situation causes another, correlates with another or is like another.

- **Review** -- Examine a subject critically, analyzing and commenting on the important statements to be made about it.

- **State** -- Present the main points in brief, clear sequence, usually omitting details and illustrations.

- **Summarize** -- Give the main points or facts in condensed form like the summary of a chapter, omitting details and illustrations.

- **Trace** -- In narrative form, describe progress, development or historical events from some point of origin.

Developing and Applying Strategies in Preparing for Tests*

1. Teach the students that general preparation for a test involves these five steps:

   - Acquiring perspective; that is, taking a quick survey of the content and organization of the course to see where the material to be tested fits.
   - Being well rested and physically prepared for the test.
   - Using memory techniques:
     - drills, such as flash cards for vocabulary lists;
     - associations, such as mnemonic devices and acronyms, and organization to discover the relationships between facts so that they form some kind of logical or rational unit (for example, **248163264** is a geometric progression where each number is twice the last, thus **2, 4, 8, 16, 32, 64**).
   - **Boiling it down** or trying to summarize all the material to be tested in a few pages of notes.
   - **Taking the test ahead of time** by making up questions of your own as you study.

2. Have the students practise specific test-preparation strategies that apply to their content area courses.

   - If the emphasis is on facts and details, students should use flash cards and other memory techniques, and review the material often.

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* Items 1 and 2 adapted from Alton L. Raygor and David M. Mark, Systems for Study (Toronto: McGraw-Hill, 1980), pp. 70-77.

- If the exam involves solving problems, students should learn the general concepts necessary to solve the problem, and work out practise problems.

- If the exam involves evaluating ideas, art or literature, students should be familiar with the material to be evaluated, make up evaluative questions and practise answering them, and establish a definite point of view on each subject.

3. Have students (individually or in groups) write up their own objective and subjective questions for an exam.

4. Use some of the students' sample test questions in a real test situation.

5. Have students exchange test questions and attempt to answer them, as in a real test situation.

6. Have the students study by using a round robin technique whereby one student composes a test item on a topic, the next gives the best possible answer, the third and fourth add to the answer, or suggest variations to the question or answer, and so on.

Developing and Applying Strategies for Writing Different Types of Tests

The tests used in these activities might be made by the ESL teacher or by content area teachers.

1. Expose students to a variety of different types of tests:

   - objective tests (true/false, multiple choice, completion or fill-in questions, matching, problem questions, and short answer questions);

   - subjective tests;

- standardized tests such as CELT (Comprehension English Language Tests) and the Alberta grade 12 diploma examinations.

2. Help students to become familiar with the kinds of information that may be included in exam instructions by having them locate the following information in sample exams:

   - time allowances (deciding how to spend the test-taking time most effectively);
   - choices (deciding which questions to answer);
   - form of answer (check, circle, underline, fill-in, letters, words, sentences, paragraphs, etc.);
   - scoring (understanding the relative importance of the questions);
   - aids permitted (knowing beforehand what you are allowed to bring into the exam, for example, scratch paper, dictionary, class notes, textbooks, etc.).

3. Have the students practise the **SCORER** technique as a plan of attack in test-taking.*

   SCORER

   S = Schedule your time
   C = Clue words
   O = Omit the difficult questions
   R = Read carefully
   E = Estimate your answer
   R = Review your work

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* Adapted from Robert A. Carman and W. Royce Adams, Jr., Study Skills: A Student's Guide for Survival (Toronto: John Wiley and Sons, 1972).

Schedule your time means to estimate roughly the time needed for each section of the exam. For example, a 50-minute test containing 20 questions means about 2.5 minutes per question.

Clue words means to search for them, circle them, and see how they may or may not change the meaning of the statement.

A list of clue words includes:

- all
- every
- many
- most
- some
- few
- none
- always
- invariably
- often
- usually
- sometimes
- seldom
- never
- more
- equal
- less
- best
- good
- bad
- worst

Omit the difficult questions means to find the easiest questions and answer them first. Postpone the more difficult ones until later. Mark the skipped questions so as not to forget them.

Read carefully means to read all of the questions, read each question as it is, and read it logically.

Estimate your answer means to guess at an answer, only if there is no penalty for incorrect answers.

Review your work means to review everything that has been done if there is time left over. First, recheck the difficult questions or the ones you are unsure of and then the other questions.

4. After students have learned the **SCORER** technique, or a similar one, have them practise it in a simulated test-taking situation.

• MAKING NOTES

As the students progress through note-making activities, the need for strategies to deal with new vocabulary increases. Teachers can help the students by pre-teaching difficult vocabulary that will be involved in the note-making. (Ideally, this is also done in all other high school classrooms.) Students should also be encouraged to develop strategies for coping independently with new vocabulary. Strategies could include the use of the students' first language skills, but they should not be encouraged to translate into their own language instead of making the notes in English.

Recognizing Signal Words and Phrases and Predicting What Will Follow

Introduce examples of words and phrases used in written passages, oral presentations or media to indicate the organization of the passage or presentation, the intention of the writer or speaker, and his attitude. Although the teaching of word lists per se is not recommended, the different kinds of signals should be taught specifically to provide an underlying understanding. Then the students can seek out such words in a passage or presentation and be asked to predict what will follow.

In an oral presentation or written passage some of these signals are:

1. Signals used to introduce a particular subject and to indicate intention:

   Today I'm going to talk about . . .
   The three kinds of _____ are . . .
   What I want to do now is . . .

2. Signals that indicate a continuing idea:

and	next
also, next	in addition
first, second, third	moreover

3. Supporting material signals:

   As an example . . .
   For instance . . .
   As shown by . . .

4. Conflicting material signals:

   However . . .
   On the other hand . . .
   In contrast . . .

5. Main point signals:

   Remember that . . .
   Now this is important . . .
   And most important . . .

6. Digression signals (particularly in oral presentations):

   - Moving off topic
     Speaking of . . .
     That reminds me . . .
     Before I forget . . .
     By the way . . .

   - Getting back on topic
     Where was I?
     Going back to . . .
     To get back to . . .

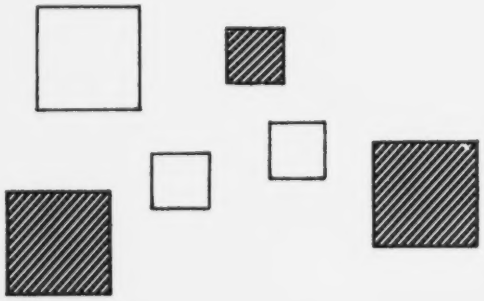
7. Conclusion or summary signals:

   Therefore . . .
   In summary . . .
   In conclusion . . .

Classifying Information

1. Have the students arrange groups of visual items, words or ideas by means of concept trees and simple outlines as illustrated in the following sample exercise.*

(1) The following sequence of frames is designed to improve your skill at organizing information.
What is the name of this group? _____

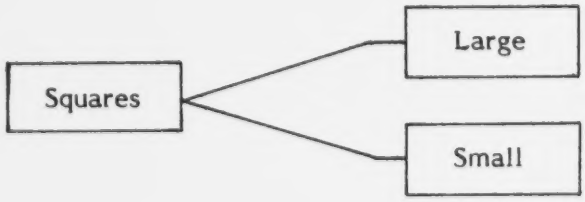


(2) Name two ways they are different.

(a) _____

(b) _____

(3)

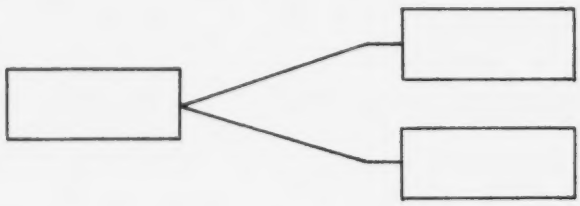


* Sample exercise adapted from Robert A. Carman and W. Royce Adams, Jr., Study Skills: A Student's Guide for Survival (Toronto: John Wiley and Sons, 1972), pp. 19-27.

By arranging the words in this logical way you have constructed a concept tree.

The set of squares in (1) has been divided into two groups. In one group are all the small squares and in the other group are all the large ones.

Fill in the concept tree below with these words: Top, Legs, Table

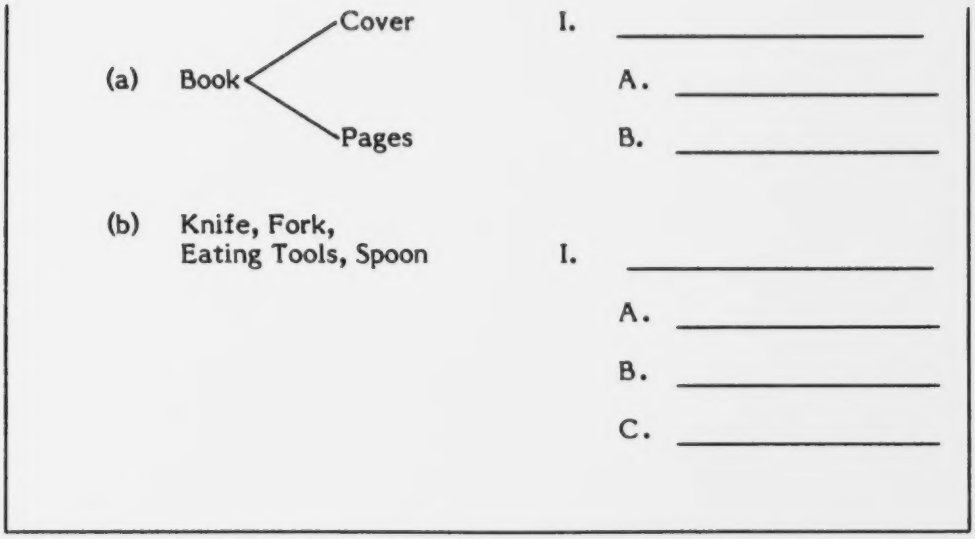


(4) For many purposes it may be more convenient to put a concept tree into the form of an outline. For example, the tree

is equivalent to:

I. People
   A. Females
   B. Males

(5) Write an outline equivalent to each of the following:



2. Once this concept has been taught using simple, concrete examples such as those shown above, activities could be developed using vocabulary and ideas from the content areas.

   Students could make a concept tree, and then an outline for each of the following:

   - operations in mathematics (addition, substraction, multiplication, division);
   - types of sentences (simple, compound, complex);
   - parts of a textbook (table of contents, index, glossary);
   - systems of government;
   - equipment used in a science lab;
   - living things.

Reducing Sentences Through Word Omissions

Introduce the concept of sentences containing both content words (mainly nouns, verbs, adjectives, adverbs) and function words (articles, verb **to be**, prepositions). Have the students practice deleting function words from sentences while still maintaining the main idea. Later the students could try reconstructing the

sentences in which form words have been deleted. Making and decoding telegram messages would be an enjoyable way to practise this skill.

Using Abbreviations and Short Forms of Words and Symbols

Introduce the students to common note-making abbreviations, symbols and methods of shortening words. Have the students keep a page in their notebooks on which they can add new abbreviations and symbols as they find them. Develop exercises in which abbreviations and symbols are substituted for the full form of common words and vice versa.

1. Have the students fill in numbers or mixed numbers and words (e.g., 13 million) as part of a dictation exercise.

2. Have the students transpose word forms into symbols and vice versa.

Paraphasing and Summarizing Information

1. Have the students read individual sentences and rewrite them using simpler language.

2. Have the students listen to individual sentences and express the ideas in their own words.

3. Have the students read a passage and then paraphrase the ideas (precis writing).

4. Have the students summarize the main idea of a written or oral passage in one or two sentences.

Point-Form Notes

1. <u>Beginning Level</u>

To introduce the students to point-form notes using written material, give them an example of a passage and accompanying notes in full sentence form. Then have the students use the above-mentioned subskills to rewrite the notes in point form. Finally, without referring to the original text or sentence notes, have the students read their notes to a partner or small group, making complete sentences from the point-form notes.

2. Advanced Level

To have the students apply the skill of taking point-form notes to an oral or taped presentation, speak from a set of point-form notes. Have the students take notes in point form during the presentation. Following the presentation, have the students compare their notes to those used by the teacher.

3. To make notes from a written passage, have the students skim a passage, circle the key words and underline the main ideas. Then, for each paragraph have them note the main idea and supporting details. Finally, have the students make an outline from their notes.

4. The following examples present activities which combine listening comprehension skills with the note-making skill of outlining.*

These examples are all at an advanced level of difficulty because of the content, but they are arranged according to the usual sequence of skill development.

Example 1: Listening to Dictation Followed by True/False Questions

This exercise relates the spoken word to the written word in the mind of the student. The teacher dictates a number of sentences, and the students are given comprehension true/false questions based on the dictation. They must

* Adapted from Stanley A. Otto, "Listening for Note-Taking in ESL", TESOL Quarterly 13(3), September 1979, pp. 319-28.

answer these questions from their dictated notes, without seeing the original material.

Example 2: Mini-Lecture Followed by a Cloze Exercise

In this exercise students must concentrate on certain words and phrases in order to write them down. Students are given a cloze version of a mini-lecture. While the mini-lecture is being presented orally to the students, they are required to fill in the missing elements. Deleted words are mainly content words or signal words or phrases. The mini-lecture is followed by multiple choice questions keyed to the missing elements in the cloze.

Example 3: Mini-Lecture Followed by a Note-Taking Fill-In Exercise

This exercise introduces the student to taking notes in outline form from an oral presentation. While the students listen to an oral presentation, they must fill in key words or phrases in an incomplete outline. This is followed by comprehension questions to be answered with reference to the notes.

- **REPORTING**

Using a Textbook

Expose the students to a number of high school textbooks and have them find the table of contents, index, glossary, chapter and section headings, and graphics. Discuss the purpose of each. Complete exercises requiring the use of the various sections.

Using the Library

Discuss library orientation with the school librarian. Materials may already be prepared for activities such as:

- using the card catalogue to find books by a particular author, on a particular subject or of a particular title;
- using the classification system to find particular books; and,
- using the appropriate references books to find particular information.

Writing All Types of Simple Sentences (Statements, Commands, Questions, Exclamations)

Have the students change the directions from a recipe, or the instructions for carrying out a process or a science experiment into statement form or question form.

Command: Take 6 grams of sulfur and mix with 4 grams of iron filings.
Statement: I took 6 grams of sulfur and mixed it with 4 grams of iron filings.

OR

Statement in the passive voice more commonly used in science:
Six grams of sulfur were mixed with 4 grams of iron filings.

Combining Ideas into Compound, Complex or Compound-Complex Sentences

1. Using the students' own writing and materials related to the topic being studied, have the students identify simple, compound or complex sentences and pick out the conjunctions and relative pronouns used to combine them.

2. Have the students combine simple sentences to form more complex ones in their own paragraphs. Take a passage from the materials used in the unit, rewrite it using only simple sentences and have the students try to reconstitute it using some compound, complex or compound-complex sentences. Then compare their efforts to the original.

Identifying and Writing Topic Sentences and Conclusions

1. Using sample paragraphs, have the students pick out the main idea and locate the topic sentence. Use examples of paragraphs with the topic sentence at the beginning, middle and end.

2. Have students add a topic sentence to paragraphs without one.

3. Have students pick out concluding sentences from sample paragraphs and note the relationship between the topic sentence and the conclusion.

4. Have students complete paragraphs with an appropriate concluding sentence.

5. Have students pick out the supporting details from sample paragraphs and make simple outline or point-form notes to show the relationship of ideas.

Recognizing Basic Organizational Patterns, and Recognizing and Using Transitional Words

1. Introduce examples of the four different organizational patterns of paragraphs. Have the students pick out the transitional words appropriate to

each. Introduce or review other transitional words used in these types of paragraphs.

2. Through a discussion of a particular topic, pick out key points of information and discuss organizational patterns that could be used to write about the topic. Relate the organizational patterns to the different purposes for writing.

3. Have students report orally on a chosen topic, using the appropriate organizational pattern and transitional words.

4. Have the students write a paragraph, using a particular organizational pattern and the appropriate transitional words.

Researching and Writing a Five-Paragraph Essay

1. Before the students begin the research for a five-paragraph essay, clarify the purpose for writing, brainstorm as to possible ideas to include, and discuss the format for the research (chart an outline) and the length and form expected.

2. The sources of information may be given to the students, or they may be asked to find their own. In either case, a chart is a very useful way of helping students to pick out relevant information and organize their research. Specific questions pertaining to the topic can form a guiding framework for gathering information. The chart should be completed in point form, showing only the main and supporting ideas related to the topic of the report.

3. After the students have gathered their research data, have them discuss the topic in small groups to help them clarify the ideas they wish to include. Have them look at the research questions and formulate statements referring to the questions by using their point-form notes. They will organize and

expand their ideas through this process, and sometimes they will realize that they must gather more information before writing.

4. Present the structure of the five-paragraph essay with an introductory paragraph, three paragraph body and concluding paragraph. Compare this structure to the structure of a paragraph. Discuss the structure as it relates to the researched topic, and clarify the purpose of the introductory and concluding paragraph and the ideas to be included in each. Discuss choosing appropriate organizational patterns for the paragraphs of the body.

5. Using the information gathered by means of the research chart and the framework of the five-paragraph essay, the students develop an outline which includes the main ideas and order of supporting details in each paragraph.

Proofreading, Editing and Rewriting

Finding and correcting their own errors is an extremely difficult task for ESL students, but with practise they can begin to develop strategies for doing this. Beginning with the simpler reporting assignments, students can work in dyads or small groups to help each other proofread and edit. At first the teacher could indicate where errors have been made and have the students work together to try to correct them. Later students should endeavour to find the errors themselves with guidance from the teacher. Focus their attentions on one type of error at a time, noting common problems (e.g. spelling, tense agreement, run-on sentences) and have them check the writing for that type of error.

Questions pertaining to the organizational pattern of the writing, use of transitional devices and logical sequence of ideas can also be used to focus the editing process.

After proofreading and editing, have the students rewrite their essay, incorporating the corrections and suggestions before submitting the final copy.

- **DISCUSSING**

Identifying and Using Words, Phrases and Non-Verbal Means to Open, Carry On and Conclude Discussion Points

Using sample exercises from the Gambits* books, introduce the students to the kinds of words and phrases used to open, carry on and conclude points in a discussion. Identify words and phrases used in formal and informal situations. Have the students practise using these **gambits** in a variety of simulated classroom discussions. During these discussions, point out some of the non-verbal means of communicating, such as coughing, eye contact, body language and gestures.

Participating in Dyad, Small Group and Class Discussions

1. In conjunction with the preparation of a written or oral report, have the students work in pairs for the gathering and sharing of information. By preparing a joint report, students will have to utilize discussion skills in order to arrive at a consensus on many aspects of the report.

2. The reading and viewing materials used in conjunction with comprehension and note-making activities in this course should provide opportunities for engaging the total class in discussion. At this time the students should be reminded of the conventions of discussions, encouraged to participate and helped to express their ideas clearly.

3. Some problems and questions raised during class activities are best discussed in small groups. After reaching a consensus in a small group, one person from each group reports back to the class.

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* Eric Keeler and Sylvia T. Warner, Gambits 1: Openers, Gambits 2: Link and Gambits 3: Responders, Closers and Inventory (Hull, Quebec: Canadian Government Publishing Centre, Supply and Service Canada, 1979).

Identifying the Arguments For and Against an Issue and Defending an Issue

1. **Pro/Con.** As an introductory activity before a more formal discussion where students must defend one side of an issue, have the students participate in a game of **Pro/Con.** Select any simple topic (television, dating, school) and ask a student to speak off the cuff on the positive aspects of that topic. When the teacher snaps her fingers (or claps her hands) the student must immediately switch to talking against the topic. Quick switches are made at least twice before the student is allowed to stop. This exercise introduces the students to the idea of defending opposite sides of an issue.

2. Choose a topic from one of the content areas that lends itself to arguments for and against. Have the students identify arguments on both sides of the issue. Group students in dyads, small groups or large groups and have them take a stand and defend one side of the argument using the key words and vocabulary related to the topic, following the conventions of discussion, and practising the words, phrases and non-verbal means to open, carry on and conclude discussion points.*

Differentiating Between Fact and Opinion

Introduce or review the skills for recognizing facts and opinions in a written passage or oral presentation. Have the students read passages or listen to presentations containing facts and opinions, identify the facts and opinions, and, in discussion groups, give reasons for the classification.**

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* L. G. Alexander and R. H. Kingsberry, I Think You Think (London: Longman, 1976). L. G. Alexander and M. C. Vincent, Make Your Point (London: Longman, 1975).

** For sample material see N. B. Smith, Be a Better Reader (Englewood Cliffs, N. J.: Prentice-Hall, 1968), Book 1, p. 111.

Presenting an Oral Report

Prior to undertaking formal oral reports, students may need practise in speaking on a familiar subject without preparation. Speaking topics can be personal at first and then progress to subjects related to the high school courses in which the students are enroled. (For the sequence of activities involved in gathering information for and organizing an oral report, see the "Reporting" section of this guide.

Debating

An introduction to debating procedure should be provided for students in the form of a library research assignment supplying information useful in debate.

SECTION V

EVALUATION

EVALUATION

Evaluation consists of collecting, processing and using information to formulate judgments about student progress, ability or performance. Teachers of ESL 10B will therefore need to undertake both formative and summative evaluation. Because of the nature of the course, ongoing or formative evaluation should be emphasized. Formative evaluation provides information during the process of learning to determine group and individual progress, strengths and weaknesses. However, summative evaluation should also occur at the end of each major segment of the course to assist in making judgments about final grades, future course placement and overall level of achievement in the course.

PRINCIPLES OF EVALUATION*

Evaluation should:

- assist the student to formulate an accurate and realistic view of his abilities and performances.

- be an ongoing process. Both teacher and student need information and need to make judgments about learning throughout the course.

- be valid and reliable. In other words, assessment devices should measure what they purport to measure, and they should be replicable.

- consider individual differences. Individual growth is a priority. The individual's improvement in language skills should be acknowledged in the evaluation.

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* Senior High School Language Arts Curriculum Guide (Edmonton: Alberta Education, 1982).

- be comprehensive across the reading, writing, listening, speaking and viewing modes.

- be based on a variety of techniques such as observation, student writing, conferences, tests, checklists, and presentations.

- reflect a balanced view of formal and informal assessment techniques. The collection of marks by the teacher is one important aspect of evaluating student progress; however, the teacher and student should both be involved in the overall evaluation of performance. Some assessment techniques are solely formal (such as test items) or informal (such as observation). Many techniques may be used in either context, depending on the purpose; peer evaluation and teacher-student conferences are two examples.

- help establish whether objectives are being met. Assessment techniques should be appropriate to the skill area being considered. For example, writing is best evaluated from examples of student writing and oral language from oral work produced by the student.

METHODS OF EVALUATING

A variety of methods of evaluating student progress can be used in ESL 10B. When choosing an evaluation procedure, the teacher should consider the appropriateness of the procedure to the language skill being tested. The activities used to develop a language skill can also be used to assess the degree to which the student has mastered that skill. Evaluation will best reflect student learning if it includes a range of types of assessment, including:

1. short answer items:
   - matching
   - true - false
   - fill-in-the-blank
   - multiple choice

2.	open-ended items:	charts outlines point-form notes sentences paragraphs essays oral assignments
3.	observations of performance:	checklists inventories unstructured observations
4.	others:	cloze tests dictations

Using a variety of evaluation techniques also helps to familiarize students with techniques they may encounter in content area classrooms.

EVALUATING WRITING

Suggestions for Peer Evaluation

Students benefit a great deal from sharing their work with peers. If peer evaluation is effective students will learn:

- that writing is not just for the teacher;
- how their writing affects others of their own age group;
- co-operation and a spirit of sharing;
- to seek advice from others in making decisions about their own work;

- to internalize the kinds of questions one asks about writing in determining its worth;

- to appreciate the value of immediate response to their efforts;

- to evaluate the comments of peers, acting only on those they themselves feel are valid.

Strategies for Self-Evaluation

When students learn to evaluate their own writing, they develop critical skills and share in the responsibility for their own growth. The teacher can set up the writing program in the classroom so that self-evaluation for students becomes a natural part of daily work.

Students in ESL 10B will need teacher guidance in setting criteria for self-evaluation. Rather than providing a long ready-made list of questions for the student at the beginning of a school year, the teacher may have more success by introducing criteria one at a time with the whole class. This will allow for a gradual accumulation and will be more manageable. A few sample questions for such a list are:

1. Does the order of my words in each sentence make sense?

2. Are my ideas in the right order?

3. Are there some ideas that should be left out?

4. Should I change some of my ideas?

5. Does my writing say what I want it to say?

6. Does my story make sense?

7. Will my writing interest my readers?

8. Did I stay on the topic?

9. Do all my sentences make sense?

10. Are the words I used the best ones I can think of?

11. Have I used periods and question marks where needed?

12. Do my sentences and names begin with capital letters?

PRIMARY TRAIT ESSAY TASK SCORING GUIDE*

4 = DEFINITIVE AND EXPLICIT POINT OF VIEW. PLANNED, CONVINCING DEVELOPMENT. Point of view is definitive and explicit in the introduction. Three major supports are presented and developed. These compositions show conclusions.

3 = ATTEMPT MADE TO STATE AND EXPLAIN A POINT OF VIEW. SOME DEFENCE. May lack conclusion. At least two major supports developed. Attempt to achieve a conclusion.

2 = UNCLEAR POINT OF VIEW, LACK OF DEVELOPMENT. Limited attempt to state a point of view in the introduction. Inadequate defence presented. Either one major support given or two supporters briefly mentioned. Point of view carelessly presented, generally lacks conclusion.

1 = CARELESS PRESENTATION OF IDEAS. WEAK POINT OF VIEW OR NO POINT OF VIEW. Lacks development, generally brief, either an unclear point of view in the thesis statement or fails to state or explain any point of view.

* Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983).

SECONDARY TRAITS SCORING GUIDE*

SOPHISTICATION OF SENTENCE CONSTRUCTION

Note: Sophisticated constructions include varieties beyond simple sentences including constructions such as cause and effect, transitional devices, subordination.

1 = fewer than 25% correct sentences
2 = basic simple and compound sentences only
3 = 1 or 2 instances of sophisticated constructions
4 = 3 or more instances of sophisticated constructions

CORRECT WORD ORDER

Note: Where errors exist, only one error should be counted per phrase.

0 = more than 9 word order errors
1 = 6 to 9 word order errors
2 = 5 word order errors
3 = 3 or 4 word order errors
4 = 1 or 2 word order errors

PRECISE VOCABULARY

1 = Little attempt to vary choice of words. Frequent repetition of words is apparent. Limited inclusion of vivid precise vocabulary. Word choice limited generally to one or two syllable words.

* Ibid.

2 = Some evidence of careful word selection. Most words are appropriate, but there are examples of incorrect choice of words and imprecise vocabulary. Partial control is apparent and there is some attempt to reach a level of sophistication in choice of words.

3 = Paragraphs show evidence of sophistication in the choice of precise vocabulary. Wording is mature and there is frequent use of appropriate adjectives and adverbs. Vocabulary is varied but within this variety control is apparent. Carefully chosen vocabulary enhances the total impression.

WRITING SCORE SHEET

NAME: _____

SCHOOL: _____

DATE: _____

DIRECTIONS:

Circle the appropriate score.

PRIMARY TRAIT 1 2 3 4

SECONDARY TRAITS

Sophistication of Sentence Construction

1 = fewer than 25% correct sentences
2 = basic simple and compound sentences only
3 = 1 or 2 instances of sophisticated constructions
4 = 3 or more instances of sophisticated constructions

Accurate Word Order

0 = more than 9 word order errors
1 = 6 to 9 word order errors
2 = 5 word order errors
3 = 3 or 4 word order errors
4 = 1 or 2 word order errors

Precise Vocabulary

1 = Little attempt to vary choice of words.
2 = Some evidence of careful word selection.
3 = Paragraphs show evidence of sophistication in the choice of precise vocabulary.

GUIDE FOR CORRECTING COMPOSITIONS*

TO THE STUDENT:

Each number represents an area of usage. Your teacher will use these numbers when marking your writing to indicate that you have made an error. Refer to this list to find out what kind of error you have made and then make the necessary correction.

1.	SINGULAR-PLURAL	(1) (1) He have been here for six month. **He has been here for six months.**
2.	WORD FORM	(2) I saw a beauty picture. **I saw a beautiful picture.**
3.	WORD CHOICE	(3) She got on the taxi. **She got into the taxi.**
4.	VERB TENSE	(4) He is here since June. **He has been here since June.**
5+	ADD A WORD	(5+) I want go to the zoo. **I want to go to the zoo.**
5-	OMIT A WORD	(5-) She entered to the university. **She entered the university.**
6.	WORD ORDER	(6) I saw five times that movie. **I saw that movie five times.**

* B. S. Azar, Understanding & Using English Grammar (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1981), pp. 392-3.

7.	INCOMPLETE SENTENCE	(7) I went to bed. Because I was tired. **I went to bed because I was tired.**
8.	SPELLING	(8) An accident occured. **An accident occurred.**
9.	PUNCTUATION	(9) What did he say. **What did he say?**
10.	CAPITALIZATION	(10) I am studying english. **I am studying English.**
11.	ARTICLE	(11) I had a accident. **I had an accident.**
12?	MEANING NOT CLEAR	(12?) He borrowed some smoke. **He borrowed a cigarette.**
13.	RUN-ON SENTENCE	(13) My roommate was sleeping, we didn't want to wake her up. **My roommate was sleeping. We didn't want to wake her up.**

SECTION VI

LEARNING RESOURCES

GUIDELINES FOR THE SELECTION OF LEARNING RESOURCES

As defined by Alberta Education,

- "Basic Learning Resources" meet the majority of goals and objectives for a course or for a substantial component of the course,

- "Recommended Learning Resources" complement prescribed resources by making an important contribution to one or more of the major goals of the course, and

- "Supplementary Learning Resources" reinforce or enrich the learning experience.

Since it was not possible to identify a textbook which precisely fits the needs of ESL high school students, teachers and the ESL 10B course objectives, a number of resources are suggested. None of these resources are prescribed. In general, many available materials are inappropriate for high school ESL students, either because they are designed for teaching language at the elementary school level and are too simplistic, or because they are intended for teaching English to adults at the post-secondary level.

Other major problems inherent in many of the materials are that the orientation may be towards a British or American audience, socio-cultural assumptions may be made that exclude ESL students, or much of the subject matter may assume an understanding of vocabulary and of advanced concepts. In order to make use of many of the available materials, teachers may have to:

- simplify the language;
- use the language exercises but apply them to more suitable content; and,
- modify the presentation of material to take into account the inherent cultural and vocabulary assumptions.

In many cases, teachers can use the language exercises as a model or guide and develop similar exercises using more relevant content. Sources of simplified mate-

rials other than ESL books include magazines such as National Geographic, World, Chickadee, "popular" encyclopaedias, television and radio programs and textbooks designed for junior high school students.

RECOMMENDED LEARNING RESOURCES

Sims, Jean, and Peterson, Patricia W. Better Listening Skills. Englewood Cliffs, N.J.: Prentice-Hall, 1981.

- Student's Book
- Teacher's Manual
- Audiotape

Smith, N. B. Be a Better Reader. Englewood Cliffs, N.J.: Prentice-Hall, 1968 (Canadianized).

- Student's Book (Level C Basic Skills Edition; Book 1 Second Canadian Edition)
- Annotated Teacher's Manual

Zukowski, Faust J. et al. In Context. New York: Holt, Rinehart and Winston, 1982.

- Student's Book
- Teacher's Manual

APPENDICES

APPENDIX I: SIGNAL WORDS FOR PATTERNS OF ORGANIZATION

- **ENUMERATION**

first
to begin with
second(ly)
also
too
furthermore
moreover
besides
again
in addition
next
then
most important(ly)
equally important
finally
last(ly)
in fact
for instance
for example

- **TIME ORDER**

on (date)
as
when
now
before
later
after(wards)
not long after
following
in the meantime
while
soon
subsequently
at last
after a short time

- **COMPARISON - CONTRAST**

at the same time
although
but
however
conversely
in spite of
despite
on the other hand
nevertheless
notwithstanding
as well as
not only . . . but also
either . . . or
while
unless
in comparison
in contrast
still
yet
on the contrary
likewise
similarly

- **CAUSE AND EFFECT**

accordingly
as a result
because
consequently
hence
since
therefore
for this reason
this led to
so that
nevertheless
if . . . then
thus
in conclusion
on account of
owing to

APPENDIX II: CONTEXTUAL AIDS TO UNDERSTANDING*

TYPE OF AID	EXPLANATION	EXAMPLES
1. Definition	The author equates the unknown word to the known or more familiar, usually by a form of the verb **to be.**	**Entomology** is the study of insects, and biologists who specialize in this field are called entomologists. A **critical review** is an attempt to evaluate the worth of a piece of writing.
2. Linked Synonyms	The author pairs the unknown word with familiar synonyms or closely related words in a series.	Kunte Kinte was the victim of cruel, evil, **malevolent,** and brutal slave traders. The congressman from Connecticut possessed the traits of an honest and just leader: wisdom, judgement, **sagacity.**
3. Direct Description - examples - modifiers - restatements	The author reveals the meaning of an unknown word by providing additional information in the form of appositives, phrases, clauses or sentences.	Example clue: Undigested material such as fruit skins, outer parts of grain, and the stringlike parts of some vegetables form **roughage.** Modifier clue: **Pictographic** writing, which was the actual drawing of animals, people and events, is the forerunner of written language. **Algae,** nonvascular plants which are as abundant in water as grasses are on land, have often been called "grasses of many waters".

* Richard T. Vacca, Content Area Reading (Toronto: Little, Brown and Co., 1981), p. 73.

TYPE OF AID	EXPLANATION	EXAMPLES
		Restatement clue: A billion dollars a year is spent on health **quackery**. In other words, each year in the United States millions of dollars are spent on worthless treatments and useless gadgets to "cure" various illnesses.
4. Contrast	The author reveals the meaning of an unknown word by contrasting it with an antonym or phrase that is opposite in meaning.	You have probably seen animals perform tricks at the zoo, on television, or in a circus. Maybe you taught a dog to fetch a newspaper. But learning tricks -- usually for a reward -- is very different from **cognitive** problem-solving. It wasn't a **Conestoga**, like Pa's folks came in. Instead, it was just an old farm wagon drawn by one tired horse.
5. Cause-Effect	The author establishes a cause-effect relationship in which the meaning of an unknown word can be hypothesized.	The **domestication** of animals probably began when young animals were caught or strayed into camps. As a result, people enjoyed staying with them and made pets of them. A family is called **egalitarian**, because a husband and wife will make decisions together and share responsibilities equally.

TYPE OF AID	EXPLANATION	EXAMPLES
6. Mood and Tone	The author sets a mood, whether it be ironic, satirical, serious or funny, in which the meaning of an unknown word can be hypothesized.	A sense of resignation **engulfed** my thoughts as the feeling of cold grayness was everywhere around me. The **tormented** animal **screeched** with horror and **writhed** in pain as it tried desperately to escape from the hunter's trap.

APPENDIX III: COMMON COHESIVE DEVICES

PRONOMINAL REFERENCE: Use of pronoun to refer back to something mentioned previously.

- Bill kicked a ball. **It** went through the window.
- **You** never know what will happen. (**You** refers to anyone.)
- We went skiing yesterday. **This** was the first time we have been out all year.
- The rains flooded the valley. **This** meant that farmers were unable to plant crops that year.
- Trucks, trains and planes transport freight. They carry freight more quickly than barges do. **Their** speed makes it possible . . .

COMPARATIVES

- Why do barges have **so much** business today when planes and trains travel **so much faster**?
- People want **higher** living standards.

SUBSTITUTIONS

- These cookies are stale. Get some fresh **ones.**
- "I'll have a Big Mac, please." "I'll have **the same.**"
- "Does Jean sing?" "No, but Mary **does.**"

REPETITION

- There's a boy climbing a tree. **That child** is going to fall.
- The skateboard consists of a slab of oak resting on thick wheels. **The whole device** enables the skateboarder to enjoy the excitement of speedracing.
- Dentists, doctors, and nutritionists are all against sugar. **These experts** warn us not to eat the stuff.

- Waiters make many mistakes in addition. These **arithmetical errors** are often in favour of the restaurant.

RELATIVE PRONOUNS

ILLUSTRATION: Giving examples using terms such as **for example, specifically** and **in fact.**

SUMMARIZING AND PARAPHRASING: Using terms such as **in other words, that is, in brief, in conclusion, in short** and **to sum up.**

TRANSITIONAL DEVICES: Many words signal a transition between ideas in sentences and paragraphs. Since many of these words are meaningful only in context, they should be taught with phrases and sentences attached to them. Some examples are:

- accordingly
- for instance
- indeed
- in fact
- with this in view
- on the whole
- incidentally

APPENDIX IV: THEMATIC UNIT PLANNING

The following unit on the topic **The Scientific Method** exemplifies the recommended steps for planning a unit. This unit is intended as a model for developing other units. If it is used, it should be tailored to suit the group of students involved. Several skill areas have been selected, put into a meaningful context, and applied to activities and tasks to fulfill the objectives and goals of the unit. Suggestions for formative and summative evaluations have been made. Suitable materials have been identified, and the five communication strands of viewing, listening, speaking, reading and writing are developed through the activities.

STEPS IN PLANNING THEMATIC INTEGRATED UNITS

1. **PREVIEW** the ESL 10B Statement of Content (Section III).

2. **ASSESS** student linguistic needs in the content areas at the beginning of the year and before each unit throughout the year. Assessment techniques might include:

   - keeping some sort of individual and class inventory of what students know and what they need; and
   - doing a pre-assessment activity before each unit or at regular intervals.

3. **CHOOSE** a topic on the basis of class needs in specific content areas.

   - Is the topic relevant and interesting to students?
   - Does it interest you?
   - Can you deal with skills through that content material?
   - Does the topic need to be expanded or narrowed?

4. **SELECT** a variety of subskills from Comprehension and other major skill areas that suit the topic and group of students.

   - Is there a variety?
   - Are some of the skills recycled from previously identified skills that need more work?
   - Are all communication strands included?

5. **WRITE** the goal(s).

   - What is the general purpose of the unit?

6. **WRITE** the behavioural objectives by specifying:

   - what students will do (activity/task);
   - under what conditions (how, with what);
   - in what time span; and,
   - to what level of mastery.

7. **SELECT** materials. (The availability of suitable materials might dictate the topic chosen.)

   - preview materials;
   - check linguistic knowledge and reading level required;
   - adapt, if necessary, and/or plan to pre-teach specialized vocabulary or particular structures, and/or make your own exercises; and,
   - check that materials can be used to include all of the communication strands.

8. **DESIGN** the activities and tasks by planning how to:

   - introduce the unit;
   - motivate students;
   - provide the necessary background to ensure understanding;

- best present the language, concepts and skills in a progression from simple to complex;
- make the unit meaningful;
- integrate all the communication strands and various aspects of the topic into a coherent unit;
- ensure a variety of group processes and tasks (whole group, small group, dyad, individual);
- sequence activities and tasks as learning points to lead to the objectives;
- break up the unit into lesson blocks;
- build on previously acquired skills;
- recycle skills from previous units of work;
- provide for individual remediation;
- include activities that can be used for formative and summative evaluations across the five communication strands; and,
- weigh the evaluative activities.

9. **DESIGN** formative/summative evaluation activities.

- Are the evaluative activities based on the behavioural objectives?
- Do the formative and summative evaluations reflect a wide range of skills and communication strands?
- What form does the evaluation take (paragraph, unit test on skills, oral report)?
- Does the weighting for report card purposes reflect the time spent and the extent of the unit?

10. **REVIEW AND REVISE** the planning of the unit by working backwards from the summative evaluation activities to redefine the lesson blocks.

- determine whether the objectives are realistic;
- judge whether student and teacher interest can be maintained; and,
- refine the plan, if necessary.

11. **IMPLEMENT** the unit, monitoring as follows:

- be aware of what's working and what isn't;
- monitor the materials;
- monitor individual student problems and prescribe remediation;
- if the whole class is stalled on something, take a break from the unit and teach the subskill or grammatical point to the whole class; and,
- provide time for formative and summative evaluations (products, quizzes, tests, observations) for diagnosis and report cards.

12. **REVIEW AND REVISE** the unit on the basis of monitoring done throughout.

- Note what skills were covered and not covered, and those that need to be re-introduced or re-taught.

13. **EVALUATE** yourself.

- Would you be more comfortable with a different content area focus?
- What kinds of problems did you experience with the unit?
- How could you improve your teaching of the next unit?

SUGGESTED TOPICS

The following suggested topics for ESL 10B units are sufficiently broad to allow teachers to apply concepts, skills and materials from a wide spectrum of senior high school courses. For example, **Ancient Worlds** could draw from Social Studies, Math, Science, Art, Clothing and Textiles, Building Construction, Music, Business Foundations or Physical Education. Some topics might be combined, as for example, **Advertising** with **Media; Fitness and Recreation** with **Nutrition and Health**; and **The Great Explorers** with **Space** and/or **Undersea World.** Other topics could be narrowed down. For example, **Education** could become **Life After High School/Occupations and Careers; Housing and Buildings** could become **Interior Design, Trades**, or **Landscaping**; and **Hobbies** could become **Gardening, Plants** or **Flowers.**

Not all suitable textual materials are included in the recommended resources for this course. Teachers may select from any resources used in their school or in junior high school content courses.

Suggested Topics for ESL 10B Units:

Advertising
Alberta
Ancient Worlds
Art Forms
Automobiles
Banking and Money
Buildings
Citizenship
Communication
Community Resources
Computers
Conservation and Ecology
Consumerism
Culture
Dating, Courting and Marriage Customs
Economy
Education
Electricity in Our Lives
Endangered Animal Species
Energy and Resources
Fashion
Fine Arts Appreciation
Fitness and Recreation
Games
Geography of Canada
Government
Great Explorers
Great Medical Discoveries
Hobbies
Housing
Industrialization
Inventions
Law and the Canadian Teenager
Lifestyles
Nutrition and Health
Media
Modern Technology
Multiculturalism and the Canadian Mosaic
Music Around the World
Occupations and Careers
Olympics '88
Our Wonderful World
Provinces of Canada
Recreation
Space
Sports
Superstition and the Supernatural
Traditions
Travel and Transportation
Undersea World
Weather
World of Geography
Wonders of the World

CHART FOR PLANNING A THEMATIC INTEGRATED UNIT

TOPIC _____

CONTENT AREA(S) _____

MAJOR SKILL AREAS _____

_____

_____

_____

_____

UNIT GOAL(S) _____

_____

_____

_____

ESTIMATED TIME _____

MAJOR SKILLS/ SUBSKILLS	OBJECTIVES	ACTIVITIES & TASKS	COMMUNICATION STRANDS V	L	S	R	W	MATERIALS	GROUPINGS whole class	small group	dyad	individual	EVALUATION FORMATIVE	WEIGHTING

SUMMATIVE _____

TOTAL FOR UNIT _____

SAMPLE UNIT

Topic

The Scientific Method: The QGOC Approach

This unit will focus on the use of language in the science context. Scientists usually have a specific question (Q) in mind when they begin their research. Then they gather (G) information relevant to that question, organize (O) that information in a meaningful way and finally draw conclusions (C) based on that information. Materials that illustrate this approach will be used with a focus upon the subskills needed for interpreting and writing such material.

Goal

Students will develop an understanding of the QGOC (question, gather, organize and conclude) approach used in science and develop the subskills needed to read, listen to, write and discuss scientific material based on this approach.

Subskills

Comprehending

- using surveying techniques
- predicting from titles and headings
- scanning for details
- recognizing patterns of organization
- finding and drawing conclusions
- making inferences
- skimming to find the main idea
- finding the meaning of words in context
- recognizing redundancy
- using a dictionary
- recognizing multiple meanings of words

Making Notes and Reporting	• outlining • classifying information • changing sentences to point-form notes • paraphrasing • changing point-form notes to sentences • summarizing information • writing a descriptive/expository paragraph
Reporting	• writing a topic sentence or introduction • writing the body • writing the conclusion
Discussing, and Questioning and Answering	• answering questions from teachers and peers • asking questions • stating an opinion • using conventions of discussion

Behavioural Objectives

General	The students will demonstrate ability in the selected sub-skill areas as applied to simplified science materials (junior high level).
Specific	Depending on the level of the group and the particular materials selected, more specific behavioural objectives need to be developed at this point.

MAJOR SKILLS	SUBSKILLS	SAMPLE ACTIVITIES
Discussing	• answering questions from teacher	Discuss "What is science and scientific language?" through teacher questioning.
Comprehending and Discussing	• using surveying techniques • answering questions from teacher	Survey simple examples of scientific writing and discuss how it is different from other types of writing (QGOC).
Comprehending, and Questioning and Answering	• predicting from titles and headings • choosing appropriate question words	Change the titles and headings of articles to questions to predict the questions that will be answered in the passage.
Comprehending and Making Notes	• scanning for details • recognizing relevant and irrelevant information • outlining	Scan the articles for details that answer the questions and make a question-and-answer outline of the passage.
Comprehending and Discussing	• recognizing patterns of organization • answering questions from teacher and peers	Identify and discuss the organization of the passages and pick out the words and phrases signalling the patterns of organization (cause and effect, simple listing, etc.).
Making Notes and Discussing	• classifying information • answering questions from teacher and peers	Identify and discuss how information is classified in the passages.

MATERIAL SUGGESTIONS	COMMUNICATION STRANDS					GROUPING POSSIBILITIES				SUGGESTIONS FOR FORMATIVE EVALUATION (BASED ON PRACTISED SKILLS, USING NEW PASSAGES)
	V	L	S	R	W	whole class	small group	dyad	individual	
National Geographic World magazine Science World articles		•	•	•		•	•	•		Explain QGOC.
Be a Better Reader (Book C, Book I) Science-related articles and above magazines		•	•		•	•			•	Change titles and headings to question form.
As above		•	•	•	•	•			•	Select appropriate details to complete a question-and-answer outline of a passage.
As above		•	•	•		•		•		Complete a passage by filling in blanks with appropriate words and phrases signalling patterns of organization.
As above		•	•	•		•				Match given classifications with the appropriate paragraphs in a passage.

MAJOR SKILLS	SUBSKILLS	SAMPLE ACTIVITIES
Comprehending	• finding conclusions and making inferences	Discuss the scientist's conclusion(s) and make inferences based on the passages.
Comprehending	• skimming to find the main idea	Skim the passages to find the main idea.
Comprehending	• finding the meaning of words in context • recognizing redundancy features	Find the meanings of words in context, using opposition. (N.B. Use of brackets, commas, dashes, italics in scientific writing.)
Comprehending	• using a dictionary	Use the dictionary (or glossary) to find the meanings of other key science words found in passages.
Comprehending	• recognizing multiple meanings of words	Use the dictionary to find other meanings for science words found in passages.
Making Notes and Reporting	• outlining • changing sentences to point-form notes • paraphrasing • changing point-form notes to sentences • summarizing information	Finish an incomplete point-form outline of science passage and write a summary paragraph based on the outline.

MATERIAL SUGGESTIONS	COMMUNICATION STRANDS					GROUPING POSSIBILITIES				SUGGESTIONS FOR FORMATIVE EVALUATION (BASED ON PRACTISED SKILLS, USING NEW PASSAGES)
	V	L	S	R	W	whole class	small group	dyad	individual	
Be a Better Reader (Book C, Book 1) Science-related articles World magazine and Science World articles		•	•	•		•		•	•	Identify the writer's conclusion in a passage. State inferences from passage. Write a conclusion based on a passage.
Be a Better Reader (Book 1, p. 51) and other science-related articles		•	•	•	•	•			•	State the main idea of a passage.
Science World		•	•	•	•	•			•	Given the definition, find the word. Complete sentences using words defined in context.
Dictionaries				•					•	Complete sentences using words defined in a given glossary.
Dictionaries				•	•				•	Use a dictionary to find the scientific meaning of common words, and use the words in complete science-related sentences.
Teacher-made incomplete outline of passage				•	•				•	Finish an incomplete outline, and write a summary paragraph based on the outline.

MAJOR SKILLS	SUBSKILLS	SAMPLE ACTIVITIES
Comprehending, Making Notes and Discussing	• vocabulary (getting the meaning from context) • classifying information • outlining • finding the main idea • finding details • answering questions • asking questions • expressing an opinion	Apply the subskills as indicated in Unit I of Better Listening Skills.

MATERIAL SUGGESTIONS	COMMUNICATION STRANDS					GROUPING POSSIBILITIES				SUGGESTIONS FOR FORMATIVE EVALUATION (BASED ON PRACTISED SKILLS, USING NEW PASSAGES)
	V	L	S	R	W	whole class	small group	dyad	individual	
Better Listening Skills, Unit I: Land Satellites		•		•	•	•	•	•	•	Complete the listening test in the unit. Based on the outline, write a summary with your own introductory sentence and conclusion. Prepare and present your own opinion of discussion questions.

Summative Evaluation

The summative evaluation for the integrated unit should be based on a major product at the end. This product might be a point-form outline and summary report of a selected science article. The amount of guidance required and the difficulty level of the article will be evident from the results of formative evaluation activities.